

## **LANGUAGE ARTS** ***Fifth Grade***

### **READING**

*The student will develop reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.*

#### **Oral Language/Decoding**

| <b>Key</b> | <b>Reporting Category</b> |   |   |
|------------|---------------------------|---|---|
| <b>M</b>   |                           | Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.  |   |
| <b>M</b>   |                           | Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).   |   |
| <b>M</b>   |                           | Understand, follow, and give oral, multi-step directions that may include illustrations.  | 13. We All Need Trees, p.65<br>44. Water Wonders, p.188   |
| <b>M</b>   |                           | Formulate and respond to questions from teachers and other group members.   | 13. We All Need Trees, p.65<br>89. Trees For Many Reasons, p.387  |
| <b>M</b>   |                           | Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).  | 17. People of the Forest, p. 82   |
| <b>M</b>   |                           | Summarize orally what has been learned or accomplished after completing an activity or assignment.  | 44. Water Wonders, p.188  |
| <b>D</b>   |                           | Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.  | 58. There Ought to be a Law, p.249<br>86. Our Changing World, p.375<br>92. A Look at Lifestyles, p. 401 |
| <b>D</b>   |                           | Use different voice levels and speech patterns for informal discussions and formal reports.   |   |
| <b>D</b>   |                           | Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).  |   |
| <b>D</b>   |                           | Present and/or perform original or published literary work with a group and/or individually.  |   |
| <b>D</b>   |                           | Participate in recitations of assigned/self-selected passages.  |   |
| <b>A</b>   | <b>T</b>                  | Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).  |   |
| <b>A</b>   | <b>T</b>                  | Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).  |   |
| <b>D</b>   |                           | Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).  |   |
| <b>D</b>   |                           | Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds). | 5. Poet-Tree, p.31  |
| <b>D</b>   |                           | Understand rhyming patterns in printed materials.   | 5. Poet-Tree, p.31  |
| <b>A</b>   | <b>T</b>                  | Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).   | 5. Poet-Tree, p.31  |
| <b>A</b>   | <b>V</b>                  | Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.   |   |
| <b>D</b>   |                           | Understand, recognize, and use spelling patterns and word families to decode words.   |   |
| <b>D</b>   |                           | Decode unknown grade level words using learned strategies and verify word   |   |

#### **KEY**

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### **REPORTING CATEGORY**

**C = Content    G = Grammar    MG = Meaning    T = Techniques and Skills    V = Vocabulary  
WO=Writing Organization    WP = Writing Process    WA – Writing Assessment**

**NOTE: “A” Indicates the state curriculum (CRT or Writing) assessment only.  
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|          |          |  |  |
|----------|----------|--|--|
|          |          | meaning within the context.  |  |
| <b>A</b> | <b>V</b> | Recognize and use grade appropriate vocabulary within context.   |  |
| <b>D</b> |          | Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater). |  |
| <b>D</b> |          | Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).                         | 17. People of the Forest, p. 82<br>80. Nothing Succeeds ... p.345<br>92. A Look at Lifestyles, p.401 |
| <b>D</b> |          | Participate in guided oral reading.  |  |
| <b>D</b> |          | Read orally using appropriate pronunciation, expression, and rate.   | 80. Nothing Succeeds ... p.345   |
| <b>D</b> |          | Adjust speed based on the purpose for reading and reading level.   |  |
| <b>D</b> |          | Read independently daily.  |  |

### Comprehension

|          |           |  |  |
|----------|-----------|--|--|
| <b>D</b> |           | Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.  |  |
| <b>D</b> |           | Build vocabulary through frequent read alouds.   |  |
| <b>D</b> |           | Infer word meaning using roots, prefixes, and suffixes.  |  |
| <b>A</b> | <b>V</b>  | Determine word meanings within context.  |  |
| <b>A</b> | <b>V</b>  | Identify compound words, contractions, and common abbreviations within text.   |  |
| <b>A</b> | <b>V</b>  | Select appropriate synonyms, antonyms and homonyms within context.   |  |
| <b>D</b> |           | Foster word consciousness (e.g., word play, word walls, and word sorts).   |  |
| <b>A</b> | <b>V</b>  | Determine the correct meaning/usage of multiple-meaning words within context.  |  |
| <b>A</b> | <b>V</b>  | Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.  |  |
| <b>D</b> |           | Explore the impact of vocabulary in evaluating ideas, information, and experience.   |  |
| <b>I</b> |           | Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).                             |  |
| <b>D</b> |           | Build vocabulary by reading from a wide variety of text and literary genres.   |  |
| <b>D</b> |           | Set a purpose for reading (e.g., to understand, to interpret, to enjoy, and to solve problems to locate specific information to discover models for writing).  |  |
| <b>D</b> |           | Utilize reference sources to build background for reading.   |  |
| <b>D</b> |           | Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).  |  |
| <b>D</b> |           | Explore significant words to be encountered in selected/assigned text.   |  |
| <b>M</b> |           | Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).   |  |
| <b>D</b> |           | Make predictions about text using text features (e.g., title, author, illustrations, and text format).   |  |
| <b>A</b> | <b>MG</b> | Recognize reasonable predictions of future events within a given context.  |  |
| <b>D</b> |           | Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.                                 |  |
| <b>A</b> | <b>MG</b> | Select questions used to focus and clarify thinking before, during, and after reading the text.  |  |
| <b>D</b> |           | Predict outcomes based upon prior knowledge and adjust appropriately.  |  |
| <b>D</b> |           | Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on |  |

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|          |           |  |   |
|----------|-----------|--|---|
|          |           | earlier reading.   |   |
| <b>D</b> |           | Create mental images.  | 42. Sunlight and Shades...p. 182<br>44. Water Wonders, p.188  |
| <b>D</b> |           | Express reactions and personal opinions to a selection.  |   |
| <b>D</b> |           | Make inferences and recognize unstated assumptions.  |   |
| <b>D</b> |           | Verify or modify the pre-reading purpose.  |   |
| <b>D</b> |           | Draw conclusions based on evidence gained.   | 41. How Plants Grow, p.179<br>60. Publicize It! P.256<br>86. Our Changing World, p.375<br>92. A Look at Lifestyles, p.401   |
| <b>A</b> | <b>C</b>  | Identify the sequence of events in fiction and nonfiction selections.  |   |
| <b>A</b> | <b>MG</b> | Select stated or implied main idea and supporting details from text.   |   |
| <b>A</b> | <b>C</b>  | Identify the author's purposes (i.e., to inform or to entertain).  |   |
| <b>D</b> |           | Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.  |   |
| <b>D</b> |           | Select, prioritize, and organize information to meet a specific purpose.   |   |
| <b>D</b> |           | State reasonable generalizations in reference to two or more texts on a similar topic.   |   |
| <b>A</b> | <b>T</b>  | Identify information to support opinions, predictions, and conclusions.  |   |
| <b>A</b> | <b>MG</b> | Identify stated or implied cause and effect relationships.   |   |
| <b>A</b> | <b>MG</b> | Distinguish between elements of fact/opinion and reality/fiction.  |   |
| <b>A</b> | <b>T</b>  | Identify similes, metaphors, personification, and hyperbole in context.  |   |
| <b>D</b> |           | Identify idioms and imagery.   |   |
| <b>D</b> |           | Recognize a common theme between two passages.   |   |
| <b>A</b> | <b>C</b>  | Determine whether the theme is stated or implied within a passage.   |   |
| <b>D</b> |           | Reflect upon comprehension strategies utilized to make meaning from text.  |   |
| <b>D</b> |           | Use appropriate reference sources in various formats (e.g., interviews with family, community leaders, and government leaders; encyclopedias; card/electronic catalogs; almanacs; newspapers; and periodicals. | 40 Then and Now p. 174  |
| <b>D</b> |           | Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.                           | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82<br>21. Adopt a Tree, p. 97<br>45. Web of Life, p. 194<br>58. There Ought to be a Law, p.249                            |
| <b>D</b> |           | Use current technology as a research and communication tool for personal interest, research, and clarification.  | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82<br>21. Adopt a Tree, p. 97<br>45. Web of Life, p. 194<br>58. There Ought to be a Law, p.249<br>60. Publicize It! P.256 |
| <b>D</b> |           | Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters and diaries, directions, and internet sites).  | 90 Native Ways p. 389   |
| <b>D</b> |           | Use the dictionary, glossary, thesaurus, and other word-referenced materials.  | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82  |
| <b>D</b> |           | Skim materials to develop a general overview of content or to locate specific  | 17. People of the Forest, p. 82   |

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|          |           |  |   |
|----------|-----------|--|---|
|          |           | information.   |   |
| <b>D</b> |           | Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).  | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82                                    |
| <b>D</b> |           | Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.                                     | 17. People of the Forest, p. 82   |
| <b>D</b> |           | Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.      | 60. Publicize It! P.256   |
| <b>I</b> |           | Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).   |   |
| <b>D</b> |           | Gather and record information on a research topic using three or more sources.   | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82<br>92 A Look at Lifestyles, p. 401 |
| <b>D</b> |           | Develop and maintain vocabulary specific to content and to current events.   | 21. Adopt a Tree, p. 97   |
| <b>D</b> |           | Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).                                      | 11. Can It Be Real? P.54<br>16. Pass the Plants, Please, p.77<br>17. People of the Forest, p. 82<br>21. Adopt a Tree, p. 97         |
| <b>D</b> |           | Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).                            |   |
| <b>D</b> |           | Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films). | 59. Power of Print p. 253   |
| <b>D</b> |           | Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.                   | 44. Water Wonders, p.188<br>60. Publicize It! P.256<br>80. Nothing Succeeds...p. 345<br>90. Native Ways, p.389                      |
| <b>A</b> | <b>C</b>  | Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).                |   |
| <b>D</b> |           | Predict and determine the sequence of events in a story including possible problems and solutions.   |   |
| <b>A</b> | <b>C</b>  | Identify setting, characters, and plot in a passage.   |   |
| <b>A</b> | <b>C</b>  | Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.                   |   |
| <b>A</b> | <b>C</b>  | Identify, using a graphic organizer, placement of events.  |   |
| <b>I</b> |           | Identify the conflict of the plot.   |   |
| <b>I</b> |           | Interpret a character's feelings and identify his motives.   |   |
| <b>I</b> |           | Trace changes in the main character and describe how this affects the plot.  |   |
| <b>A</b> | <b>MG</b> | Determine inferences from selected passages.   |   |
| <b>I</b> |           | Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.  |   |
| <b>D</b> |           | Compare and contrast events and characters using evidence cited from print and nonprint text(s).   |   |
| <b>D</b> |           | Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.                  |   |
| <b>A</b> | <b>C</b>  | Select the appropriate summary statement for a given passage.  |   |
| <b>D</b> |           | Retell a story from a different point of view.   |   |
| <b>A</b> | <b>C</b>  | Recognize that a story is told from the first person point of view.  |   |

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|          |  |  |  |
|----------|--|--|--|
| <b>D</b> |  | Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).       |  |
| <b>D</b> |  | Visit libraries/media centers and book fairs to explore books.   |  |
| <b>D</b> |  | Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others). |  |
| <b>D</b> |  | Read daily from self-selected materials.   |  |
| <b>D</b> |  | Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).                           |  |
| <b>D</b> |  | Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.   |  |
| <b>D</b> |  | Experience and develop an awareness of literature that reflects a diverse society.   |  |
| <b>D</b> |  | Choose to read as a leisure activity.  |  |

## WRITING

*The student will develop the structural and creative skills necessary to produce written language that can be read, presented to and interpreted by various audiences.*

### Process

|          |           |  |  |
|----------|-----------|--|--|
| <b>D</b> |           | Generate and focus ideas through brainstorming and peer discussions.   | 5. Poet-Tree, p. 31<br>44. Water Wonders, p.188<br>45. Web of Life, p.194            |
| <b>D</b> |           | Use print and nonprint materials along with prior knowledge to provide background for writing.                     | 11. Can It Be Real? P.54   |
| <b>A</b> | <b>WP</b> | Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.         | 11. Can It Be Real? P.54<br>26. Dynamic Duos, p.113<br>86. Our Changing World, p.375 |
| <b>D</b> |           | Develop notes that include important concepts.   | 11. Can It Be Real? P.54   |
| <b>D</b> |           | Construct an outline with main ideas and supporting details.   | 11. Can It Be Real? P.54   |
| <b>A</b> | <b>WO</b> | Supply a missing piece of information in an outline.   |  |
| <b>A</b> | <b>WA</b> | Select, limit, and refine a writing topic.   |  |
| <b>D</b> |           | Determine appropriate audience.  |  |
| <b>A</b> | <b>WP</b> | Identify the purpose for writing (i.e., to entertain, to inform, and to report).                                   |  |
| <b>D</b> |           | Select format based on purpose.  |  |
| <b>A</b> | <b>WP</b> | Identify the audience for which a piece of text is written.  |  |
| <b>A</b> | <b>WA</b> | Develop and write a paragraph topic sentence with supporting details.  |  |
| <b>D</b> |           | Maintain focus of topic with specific relevant supporting details.   |  |
| <b>A</b> | <b>WP</b> | Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.                        |  |
| <b>A</b> | <b>WO</b> | Select details that support a topic sentence.  |  |
| <b>A</b> | <b>WO</b> | Select an appropriate concluding sentence for a well-developed paragraph.  |  |
| <b>A</b> | <b>WA</b> | Demonstrate syntactic variety when writing.  |  |
| <b>A</b> | <b>WP</b> | Select the best way to combine sentences to provide syntactic variety within context.                              |  |
| <b>A</b> | <b>WO</b> | Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order. | 60. Publicize It! P.256  |
| <b>A</b> | <b>WO</b> | Rearrange sentences to form a sequential, coherent paragraph.  |  |
| <b>A</b> | <b>WP</b> | Identify the sentence irrelevant to a paragraph's theme or flow.   |  |

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|   |    |  |   |
|---|----|--|---|
| A | WO | Rearrange paragraphs in a narrative writing selection in sequential or chronological order.  |   |
| A | WO | Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.   |   |
| A | WA | Use appropriate transitional words and devices when writing.   | 44. Water Wonders, p.188<br>60. Publicize It!, p.256  |
| D |    | Use correct page format (e.g., paragraphs, margins, indentations, and titles).   |   |
| A | WA | Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.  | 7. Habitat Pen Pals, p.37<br>11. Can It Be Real? P.54<br>60. Publicize It!, p.256                                     |
| D |    | Use precise language including vivid words and figurative language.  |   |
| D |    | Produce multiple drafts.   |   |
| A | WA | Edit writing for the elements of language.   | 2. Get in Touch With Trees, p.20<br>7. Habitat Pen Pals, p.37<br>44. Water Wonders, p.188<br>60. Publicize It!, p.256 |
| D |    | Proofread using reference materials and technology.  | 11. Can It Be Real? P.54  |
| D |    | Create readable documents.   |   |
| D |    | Develop and use classroom rubrics for written work.  |   |
| D |    | Use the state assessment rubric to make appropriate suggestions for improvement.   |   |
| D |    | Participate in peer review and editing.  |   |
| D |    | Review personal collection to determine progress.  |   |
| D |    | Acknowledge and discuss diversity of individual writing styles.  |   |
| D |    | Incorporate photos, illustrations, charts, tables, or graphs.  |   |
| A | WO | Select the best title for a written selection.   |   |
| D |    | Use technology for publishing individual and group work.   |   |
| D |    | Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).                            |   |
| D |    | Write with developed characters, setting, and plot.  |   |
| D |    | Maintain focus of topic with specific, relevant supporting details.  |   |
| A | WA | Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.     | 2. Get in Touch With Trees, p.20<br>7. Habitat Pen Pals, p.37<br>44. Water Wonders, p.188<br>60. Publicize It!, p.256 |
| D |    | Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables reader to visualize an event or experience. |   |
| A | WA | Explain and/or illustrate key ideas when writing.  | 2. Get in Touch With Trees, p.20  |
| D |    | Develop an identifiable voice.   |   |
| D |    | Use classroom/state rubric as a guide for writing narrative accounts.  |   |
| D |    | Investigate content specific topics to gather information and write.   |   |
| A | T  | Identify the most reliable sources of information for preparing a report or project.   |   |
| D |    | Use experiences from the arts to write creatively and expressively.  |   |
| A | WA | Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.  | 2. Get in Touch With Trees<br>44. Water Wonders, p.188<br>60. Publicize It!, p.256                                    |
| A | WP | Choose vivid and active words when writing.  | 2. Get in Touch With Trees<br>44. Water Wonders, p.188<br>80. Nothing Succeeds...p. 345                               |

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|          |  |  |  |
|----------|--|--|--|
| <b>D</b> |  | View, read, or listen to examples of various writing styles. |  |
| <b>D</b> |  | Compare and contrast literary works.                         |  |

### Product

|          |           |   |  |
|----------|-----------|---|--|
| <b>A</b> | <b>WA</b> | Compose narratives (e.g., to entertain, inform, and report).  | 2. Get in Touch With Trees, p.20<br>44. Water Wonders, p.188 |
| <b>D</b> |           | Write frequently in the narrative mode.   |  |
| <b>A</b> | <b>WA</b> | Write well-developed, organized, and coherent essays in response to narrative prompts.  |  |
| <b>A</b> | <b>WA</b> | Write an effective concluding paragraph for a well-developed essay.   | 2. Get in Touch With Trees                                   |
| <b>D</b> |           | Write to inform a particular audience about a specific issue.   |  |
| <b>D</b> |           | Write a descriptive paragraph to create a visual image.   |  |
| <b>I</b> |           | Write in the expository mode.   |  |
| <b>D</b> |           | Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).                             |  |
| <b>D</b> |           | Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction). | 21. Adopt A Tree, p.97                                       |
| <b>D</b> |           | Compose and respond to original questions and/or problems from all content areas.   | 21. Adopt A Tree, p.97<br>41. How Plants Grow, p. 179        |
| <b>D</b> |           | Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).    | 41. How Plants Grow, p. 179                                  |
| <b>D</b> |           | Write poems and stories based upon personal reflections, observations, and experiences.   | 5. Poet-Tree, p. 31  |
| <b>D</b> |           | Write a letter to/as a character in a written work.   |  |
| <b>D</b> |           | Create an optional ending for a story.  |  |
| <b>D</b> |           | Retell a story from a different point of view.  |  |
| <b>D</b> |           | Write a reader's response to a literary work.   |  |
| <b>D</b> |           | Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).                                      |  |
| <b>D</b> |           | Write narratives with vivid, sensory details.   |  |
| <b>D</b> |           | Write descriptive papers which include vivid words and figurative language.   |  |
| <b>D</b> |           | Write expository paragraphs that include multiple steps or examples to support explanation.   |  |
| <b>D</b> |           | Write an essay to compare/contrast two or more people, places, things, or ideas.  |  |
| <b>D</b> |           | Create a variety of poems.  | 5. Poet-Tree, p.31   |
| <b>D</b> |           | Write a research report using multiple sources and notes taken from those sources citing titles and authors.                                    |  |
| <b>D</b> |           | Write friendly and business letters.  | 7. Habitat Pen Pals, p.37                                    |
| <b>I</b> |           | Write journalistic articles.  |  |
| <b>D</b> |           | Use journal entries to demonstrate level of understanding.  |  |
| <b>D</b> |           | Write an autobiographical account.  |  |

### ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

#### KEY

**I = Introduced   D = Developing   A = State Assessed   M = Mastered**

#### REPORTING CATEGORY

**C = Content   G = Grammar   MG = Meaning   T = Techniques and Skills   V = Vocabulary  
WO=Writing Organization   WP = Writing Process   WA – Writing Assessment**

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|          |          |   |  |
|----------|----------|---|--|
| <b>A</b> | <b>G</b> | Identify the correct use within context of the following : <ul style="list-style-type: none"> <li>nouns (i.e., singular/plural; possessives; predicate nouns, nouns as objects);</li> <li>pronouns (i.e., agreement, subject, object);</li> <li>verbs (i.e., action/linking, regular/irregular, agreement, tenses);</li> <li>adjectives (e.g., common/proper, comparative forms, predicate adjectives);</li> <li>adverbs (e.g., comparative forms, negatives).</li> </ul> |  |
| <b>D</b> |          | Use nouns appropriately (common/proper).  |  |
| <b>D</b> |          | Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).  |  |
| <b>D</b> |          | Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).  |  |
| <b>D</b> |          | Use adjectives appropriately (demonstrative adjectives and proper comparative forms).   |  |
| <b>D</b> |          | Use adverbs appropriately, adverbs of degree, (e.g., too and very).   |  |
| <b>A</b> | <b>G</b> | Identify sentences with correct subject-verb agreement (person/number).   |  |
| <b>I</b> |          | Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).   |  |
| <b>D</b> |          | Use conjunctions appropriately (e.g., coordinating).  |  |
| <b>A</b> | <b>G</b> | Choose the most appropriate interjections to complete a sentence.   |  |
| <b>A</b> | <b>G</b> | Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).   |  |
| <b>D</b> |          | Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).   |  |
| <b>D</b> |          | Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.   |  |
| <b>D</b> |          | Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.  |  |
| <b>M</b> |          | Use correct end of sentence punctuation (e.g., period, question mark).  |  |
| <b>A</b> | <b>G</b> | Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.  |  |
| <b>A</b> | <b>G</b> | Identify the correct use of colons (i.e., in business letters and preceding a list of items).   |  |
| <b>D</b> |          | Demonstrate knowledge of the correct use of colons (between the hour and minute and after the greeting of a business letter) and semi-colons (in combining sentences) and quotation marks in titles.  |  |
| <b>A</b> | <b>G</b> | Choose the correct use of quotation marks and commas in direct quotations.  |  |
| <b>A</b> | <b>G</b> | Identify the correct spelling of plurals and possessives.   |  |
| <b>D</b> |          | Form contractions correctly.  |  |
| <b>D</b> |          | Abbreviate words correctly.   |  |
| <b>D</b> |          | Continue to write legibly.  |  |
| <b>D</b> |          | Spell high-frequency words correctly.   |  |
| <b>A</b> | <b>G</b> | Identify correctly or incorrectly spelled words in context.   |  |
| <b>D</b> |          | Spell correctly words in content specific vocabulary.   |  |
| <b>D</b> |          | Recognize misspelled words in the context of sentences.   |  |

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|          |           |   |  |
|----------|-----------|---|--|
| <b>D</b> |           | Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.  |  |
| <b>D</b> |           | Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).   |  |
| <b>D</b> |           | Identify correctly spelled homonyms within the context of sentences of phrases.   |  |
| <b>D</b> |           | Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.   |  |
| <b>D</b> |           | Develop a consciousness toward correct spelling across all subject areas.   |  |
| <b>D</b> |           | Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and correct placement of more detailed words and phrases). |  |
| <b>A</b> | <b>WP</b> | Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.   |  |
| <b>A</b> | <b>WP</b> | Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).                                 |  |
| <b>D</b> |           | Combine simple sentences into compound sentences.   |  |
| <b>D</b> |           | Combine sentences using compound subjects and/or predicates.  |  |
| <b>A</b> | <b>WP</b> | Select the best way to correct incomplete sentences within context.   |  |

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